DOCUMENT RESUME

ED 274 727 UD 025 101

TITLE	Los Angeles Unified School District Dropout Prevention and Recovery (DPR) Program.
INSTITUTION	Los Angeles Unified School District, Calif.
PUB DATE	Apr 86
NOTE	29p.; For related documents, see UD 025 102-103.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Cooperative Programs; Demonstration Programs; *Dropout Prevention; *Dropout Programs; *Dropouts; Elementary Secondary Education; Program Implementation; School Business Relationship; *School Community Relationship; School Holding Power
IDENTIFIERS	*Los Angeles Unified School District CA

ABSTRACT

This report discusses the situation--a 43 percent attrition rate in public schools--leading to the formation of the Dropout Prevention and Recovery (DPR) program, implemented in the Los Angeles Unified School District in January 1985, and describes activities undertaken as part of the pilot program. The main body of the report, presented in question and answer form, addresses the following issues: needs assessment and identification of target audience; extent of the dropout problem; resources available to implement a dropout program; program objectives; demographic characteristics of the community being served; program elements; financial and programatic collaboration and administrative and outreach strategies; evaluation strategies; and plans for the program's institutionalization. The remainder of the report consists of a series of attachments, the first of which describes in greater detail the 1985-86 program, which represents the beginning of a long-term effort involving schools, community agencies, business and industry. The program's design, targeted schools, and the data collection system are discussed here. Attachment 3 outlines selection criteria of the 24 elementary, junior high and high schools in which the program was piloted, briefly describes staffing, funding, public/private collaboration and evaluation, and provides a description of the program at the Bethone Junior High School. The other two attachments consist of a list of pilot schools and their financial allocations and a profile of the Achievement Council, a statewide public interest organization aimed at increasing academic achievement among minority and low income students in California schools and colleges. (GC)

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INFORMATION EXCHANGE
NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION

TITLE OF PROGRAM: LOS ANGELES UNIFIED SCHOOL DISTRICT
DROPOUT PREVENTION AND RECOVERY (DPR) PROGRAM

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DATE OF INITIATIION OF THE PROGRAM: JANUARY, 1985

I. HOW DID YOU ASSESS NEEDS AND TARGET AUDIENCE LEADING TO YOUR PROGRAM?

In July, 1984, because of an attrition rate which grew to nearly 43 percent, the Board of Education and Superintendent Harry Handler identified dropout prevention as a major priority of the Los Angeles Unified School District. A Dropout Prevention and Recovery (DPR) Task Force studied the factors that caused dropouts to leave school, reviewed the options offered students, and made recommendations for further study. A major report, A Study of Student Dropout in the Los Angeles Unified School District, was released January, 1985, indicating that schools with large populations of Blacks and Hispanics had higher attrition rates.

WHAT IS THE NATURE OF THE PROBLEM YOU IDENTIFIED?

There was no uniform definition of "dropout" being applied districtwide and there were no reliable statistics on the problem. An early study on school leavers identified the "attrition rate" as being nearly 43 percent.

WHAT RESOURCES DID YOU IDENTIFY THAT YOU COULD BRING TO BEAR ON DEVELOPING A SOLUTION TO THE PROBLEM?

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LAUSD DROPOUT PREVENTION AND RECOVERY (DPR) PROGRAM (Continued)

The following resources were identified as developing solutions to the problem:

- Application of a uniform definition of a "dropout" for all District schools:

  "A dropout is any person who leaves school prior to graduation from high school and who does not enter, within 45 school days, another public or private school or program which leads to a high school diploma or its equivalent."

- Accumulation of statistical information from some 6th grades in junior high schools and all grades 7-12 by the Student Data System.
- Compilation for the first time of data on transfers, dropouts, and graduates by the Research and Evaluation Branch.
- Development of a District pilot study at twenty-four schools. (Attachment 1.) 1.4 million Dollars
- Provision to increase student dropout awareness through the Dropout Prevention and Recovery (DPR) Basic Activities Supplement, grades K-12.
- Collaboration with Senior High Schools Division and the Adult Education Division to provide supplementary and alternative educational programs.
- Cooperation between the District and public and private community groups to develop dropout prevention programs.

II. AS A RESULT OF YOUR NEEDS ASSESSMENT, WHAT OBJECTIVES DID YOU DESIGN TO GUIDE YOUR PROGRAM--FOR STUDENTS, FOR SCHOOLS, AND FOR THE COMMUNITY?

The objectives which will be realized during the 1985-86 school year are:

- to apply the District definition of the term "dropout,"
- to implement a systematic process to determine for the first time the extent of the dropout population,
- to report baseline data which will provide subsequent District and school comparisons,
- to describe the characteristics of the dropout student and dropout-prone population,
- to design pilot programs and educational alternatives to enhance the school's holding power, and
- to evaluate the pilot programs and alternatives for replication of the successful programs.

III. WHAT ARE THE ESSENTIAL DEMOGRAPHICS OF YOUR PROGRAM?

A. WHAT ARE THE ESSENTIAL DETAILS OF THE ENVIRONMENT OF THE PROGRAM'S SERVICES, ECONOMIC CONDITIONS AND SIZE OF THE COMMUNITY BEING SERVED, AND ESTIMATED LOCAL DROPOUT RATE?

The Los Angeles Unified School District is a sprawling urban school district with boundaries that cover 708 square miles and a K-12 enrollment of nearly 600,000 students. The economic conditions substantially vary from one community to another. Seven major ethnic groups and approximately 80 language groups are represented in the student population. Currently, the District does not have a "dropout rate," but the attrition rate for 1984-85 was about 43 percent. The range of the attrition rate for the District high schools was from 17.0 to 67.5 percent.

B. WHO ARE YOUR PROGRAM'S TARGET POPULATIONS? WHO ARE THE STUDENTS BEING DIRECTLY SERVED, AND WHAT ARE THEIR MAJOR AND RELATED PROBLEMS IMPACTING THEIR SELF-DETERMINATION, AND THE COMMUNITY? WHO IN THE STUDENT POPULATION, THE SCHOOLS, AND THE COMMUNITY ARE BEING SERVED? WHAT DEMOGRAPHIC INFORMATION CAN YOU PROVIDE ABOUT THE TARGET STUDENTS, i.e., ETHNIC/CULTURAL IDENTITY, AGE, SEX, NUMBER SERVED, ETC.?

The Dropout Prevention/Recovery Program is a pilot program involving twenty-four schools; eight high schools, eight junior high schools, and eight elementary schools. Each school has selected 150 "high-risk" students. The high schools have identified an additional 50 "high-risk" control students. The schools are located in areas that are primarily Hispanic and Black. Each school is developing its own program which will be evaluated in June, 1986. The evaluation will give further information on dropout characteristics relative to academic ability, attendance records and behavior. Parent and student interviews regarding the school's holding power will be conducted as well.

IV. WHAT ARE THE UNIQUE CONTENTS OF YOUR PROGRAM TO FULFILL YOUR PROGRAM'S OBJECTIVES IN RELATION TO THE FOLLOWING AREAS? IS YOURS AN ALTERNATIVE PROGRAM WITH ALTERNATIVE STRATEGIES AND ENVIRONMENTS? HOW ARE THESE ELEMENTS INTERRELATED?

A. EDUCATIONAL PROGRAM

B. WORK EXPERIENCE

C. SUPPORT SERVICES

LAUSD DROPOUT PREVENTION AND RECOVERY (DPR) PROGRAM (Continued)

The District Dropout Prevention and Recovery Program has as its ultimate goal the reduction of the number of dropout and dropout-prone students by increasing the individual school's holding power and by developing alternative educational programs. However, to achieve this ultimate goal of reducing the dropout rate, certain primary activities must first be accomplished through District efforts and through the Pilot Study. A description of the District Activities for 1985-86 and the Pilot Study follows:

DISTRICT ACTIVITIES FOR 1985-86

- Expansion of Basic Activities to include K-12 local school staff efforts in support of the District's DPR program.
- Adoption of the uniform use of the District's definition of the term "Dropout."

  "A dropout is any person who leaves school prior to graduation from high school and who does not enter, within 45 school days, another public or private school or program which leads to a high school diploma or its equivalent."
- Implementation of a districtwide student data collection system for grades 7-12 (including 6-8 middle schools). A districtwide K-12 centralized system is being developed. A report based on the data will provide subsequent District and school comparisons.
- Collaboration with Senior High Schools Division and the Adult Education Division to provide supplementary and alternative educational programs.

. Cooperation between the District and public and private community groups to develop dropout prevention programs.

PILOT SCHOOLS

Each of the pilot schools has developed its own unique program with supplementary District funds (see Attachment 2). The elementary and junior high DPR pilot schools are emphasizing reading and language skills. They have identified 150 high-risk students who exhibited below performance (grade level) in reading and math, high absenteeism, poor behavior pattern, and grade retention. The DPR senior high pilot schools identified 150 students exhibiting the characteristics of potential dropouts. Students identified are provided with additional counseling, tutoring and psychological services. Educational options are offered to students who prefer an alternative to the regular academic program, i.e., School-Within-A-School (SWAS), continuation school, independent study, adult school, concurrent enrollment with adult school or community college, skill center, or ROP/ROC program. An evaluation strand proposes to describe characteristics of the dropout student and dropout prone population and identify components of an effective program.

V. HOW DOES YOUR PROGRAM GO ABOUT OFFERING ITS SERVICES?

The 1985-86 program is directed primarily toward the pilot program and data collection. A director coordinates the DPR program district-wide. A dropout adviser at each of the pilot schools coordinates the school's individual program.

A. WHAT PUBLIC AND PRIVATE COLLABORATIONS ARE INVOLVED TO DELIVER YOUR SERVICES?

1. WHAT FINANCIAL COLLABORATIONS ARE INVOLVED TO FUND YOUR PROGRAM? (PRIVATE AND PUBLIC SECTORS, ETC.?)

The District-funded DPR program is enhanced by existing Chapter I, Bilingual and School Improvement monies. The private sector collaborations are as follows:

- The Coca-Cola Bottling Company of Los Angeles, through the Adopt-A-School Program, has developed a true partnership with two of our largest Hispanic high schools--Garfield High School and Roosevelt High School.
  The company has committed $50,000 for three years to each school to fund:
  Roosevelt High School - Student Advocate Program
  Garfield High School - School-Within-A-School Program
  In addition, the Coca-Cola Company supports Bethune Junior High School, "Students Helping Students Program." Bethhune Junior High School will receive $50,000 a year for four years. (See Attachment 3.)
- Focus on Youth is providing business and community support services at Belmont and Manual Arts High Schools complexes.
- The Achievement Council is assisting DPR efforts at Lincoln and Locke High Schools. Two designated junior high and elementary feeder schools will be added at a later date.

The Achievement Council has assigned one staff person on a part-time basis to each high school complex and another staff person, assigned on same basis, to coordinate the community component. The council will provide $10,000 per high school complex to enable site staff to visit exemplary programs, attend planning sessions, and carry out other school improvement activities. (See Attachment 4.)

. The Liaison Citizen Program, sponsored by L. C., Inc., a non-profit corporation, supports DPR efforts at Jefferson High School.

2. WHAT PROGRAMMATIC COLLABORATIONS ARE INVOLVED, BOTH FOR THE MAIN PROGRAM SERVICE AND WITH OTHER PROGRAMS AND FOCUSES, SUCH AS EARLY CHILDHOOD, CHILD ABUSE, ETC.?

The following programmatic collaborations are involved with the DPR program:

1. Basic Activities Supplement
2. Student Data Systems
3. Student Attendance and Adjustment Services Branch
4. Junior High School Student Assistance Program
5. Community College Joint Venture
6. Adult Education concurrent enrollment and ROC/ROP/Skill Centers
7. Adolescent pregnancy and teen parent opportunity programs
8. Continuation schools and alternative education

9. Tutorial Assistance Program

B. WHAT IS THE TOTAL COST OF YOUR PROGRAM?

The cost of the DPR Pilot Program is $1,000,000 appropriated from District funds.

WHAT IS THE PER-PUPIL EXPENDITURE?

The per-pupil expenditure is unknown because of private and public collaborations.

DOES THE STUDENT HAVE TO PAY ANYTHING TO PARTICIPATE IN THE PROGRAM?

No.

C. WHAT ARE THE ROLES AND FUNCTIONS OF THE VARIOUS COLLABORATORS IN RELATION TO YOUR TOTAL PROGRAM? WHO IS RESPONSIBLE FOR WHAT ACTIVITIES? HOW AND WHEN AND UNDER WHAT CIRCUMSTANCES ARE THOSE ACTIVITIES PROVIDED? WHAT LEVEL OF PAID STAFFING IS REQUIRED? WHAT QUALITIES ARE ESSENTIAL IN PAID STAFF AND VOLUNTEERS?

Collaborators are separate units of operation. The coordination efforts are administered by the District Director out of the Office of the Associate Superintendent, Office of School Operations.

The District Director, in charge of the pilot program and the coordination of district activities, is paid at the Region Administrator level. The dropout adviser at each pilot high school is an off-norm position with a differential. At the elementary and junior high schools, the dropout adviser is a teacher with a differential.

WHAT COMMUNICATIONS AND ADMINISTRATIVE CHANNELS ARE IN PLACE FOR THE COLLABORATION?

- The Superintendent and the District Government Relations Office Staff have established communication with legislators, who have been kept informed of all District activities regarding the DPR program.
- The District Director:
    1. serves as an ad hoc representative on every committee regarding enrollment, attendance, options, and all administrative groups.
    2. reports to the Associate Superintendent, School Operations, the Superintendent and the Board of Education, and to Members individually.
    3. maintains communication with other school districts regarding dropout definition, data collection and DPR activities.
    4. informs County and State Offices of Education of District DPR activities.

D. WHAT OUTREACH STRATEGIES AND ACTIVITIES ARE YOU USING FOR YOUR PROGRAM?

The outreach strategies being used currently in the District are:

1. The Public Information Office has mounted a community awareness campaign through local newspaper articles and television advertisements.

2. The Student Attendance and Adjustment Services Branch provides outreach through home visits and counselor follow-up at individual schools.
3. The adult and continuation high school programs has a hotline program (62 LEARN) for providing information to persons who wish to return to school.
4. Numerous presentations have been made to civic, business, and community groups by the DPR Director.
5. Individual schools have designed specific outreach programs, using parent councils, automatic telephone dialers, and a variety of community activities.

E. WHAT ARE THE MAJOR RISKS YOU HAVE HAD TO TAKE TO DELIVER YOUR PROGRAM AND SERVICES SUCCESSFULLY?

. The Board of Education and the Superintendent risked an honest appraisal of the District's dropout rate.
. Board of Education members risked making public District dropout information regarding the DPR Task Force Study results which revealed ethnic, geographic and socio-economic, and service disparities.
. The Board of Education and the Superintendent committed resources to the DPR program, aware that the program has a potentially negative outcome.
. District staff demanded more data creating additional work for principals and staff, risking morale reduction.
. The priority of a pilot study and data collection will require

a decision about what to do in the future to reduce dropouts and improve the schooling process.

VI. WHAT EVALUATION STRATEGIES, ACTIVITIES, AND MATERIALS DO YOU USE FOR ONGOING ASSESSMENT AND IMPROVEMENT OF YOUR PROGRAM'S EFFECTIVENESS?

The 1985-86 evaluation of the DPR program focuses only on the pilot program at the twenty-four schools. The objectives for this evaluation, which will be completed at the end of the current year, are:

- to identify and analyze the level and degree of criteria used at each of the twenty-four pilot schools to determine a population of dropout-prone students. The suggested criteria were achievement, attendance, and behavior;
- to identify which criteria are the best predictors of student dropout;
- to identify from the student profile the characteristics which best describe the majority of dropout and dropout-prone students;
- to determine teacher attitudes toward staff development processes and the degree of implementation of these processes in the classroom;
- to ascertain perceptions of the school's holding power from selected students who remained in the DPR program, from those who dropped out, and from those in the control population and from parents of the three groups;
- to identify strengths within potentially effective program designs based on school by school comparisons of retention rates using

similar groups of students.

An interim report at the semester will provide preliminary information relative to the attendance, semester marks, and holding power at the eight pilot high schools.

HOW DO YOU KNOW THAT YOUR STUDENTS HAVE CHANGED? HOW HAVE YOU AFFECTED THE POPULATION YOU SERVE? DO YOU TRACK STUDENTS AFTER THEY LEAVE THE PROGRAM, AND, IF SO, HOW?

The DPR pilot study is evaluating dropout prone and dropout characteristics. Results of these studies will provide information regarding improved student performance and effective school practices in the prevention and recovery of dropout students. The Adult School and the Senior High School Division has conducted a pilot study to track down dropouts to determine which linkages have not been productive.

VII. WHAT PLANS AND STRATEGIES HAVE YOU DEVELOPED OR ARE YOU DEVELOPING TO INSTITUTIONALIZE YOUR PROGRAM TO MAKE IT ONGOING WITHIN THE SCHOOLS AND COMMUNITY? HOW DOES YOUR PROGRAM ENABLE STUDENTS SUCCESSFULLY TO ENTER THE MAINSTREAM IN SCHOOL AND IN THE COMMUNITY?

DPR activities are institutionalized through the Superintendent's Basic Activities, a framework of goals and principles inherent in the operation of all school programs.

The pilot program, the data collection, the community collaborations, and the evaluation will be studied by the Board of Education for continuing implementation in 1986-87.

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attachment 1

DROPOUT PREVENTION AND RECOVERY PLAN 1985-86

I. INTRODUCTION

The District has designed a kindergarten through adult school Dropout Prevention and Recovery (DPR) Program for the 1985-86 school year involving schools, community agencies, business, and industry. This program represents the beginning of a long-term, priority District effort.

The design (Appendix A--Matrix) will integrate services available from community groups and the private sector with proposed and ongoing District programs. Some of the proposals and the expansions of programs will require additional funding; others will not.

The design includes several concepts:

. . . The District will implement a districtwide systematic and regular collection of student dropout data in grades 7-12, including grade 6 in middle schools, during the 1985-86 school year.

. . . The K-8 program will emphasize the basic elements of "Mastery Learning" and "The Effective Schools Program" to demonstrate that dropout prevention is closely linked to success in school. Plans for this program will be completed during the Fall of 1985 for implementation in the Spring of 1986.

. . . Schools' organizational patterns, rather than functions, will be modified--particularly in grades K-8, to provide additional emphasis to reading and language arts skills. The development of these skills will be a primary focus in all subject areas.

. . . Basic Activities will be expanded to include K-12 local school staff efforts in support of the DPR Program during the 1985-86 school year.

. . . A pilot project, supported by limited funding (general, Chapter I, bilingual), will be initiated during 1985-86 in eight senior high schools, eight feeder junior high schools, and eight elementary schools.

. . . Schools will have the flexibility to design DPR programs that best meet their individual needs. High schools, for example, may follow the pilot project design or they may use these resources for other suggested programs.

. . . Educational options for high school students will be expanded through a cooperative effort by the Senior High Schools and Adult and Occupational Education Divisions to develop programs that meet the special needs of dropout-prone high school students.

. . . The District will develop an evaluation process for assessing the effectiveness of each DPR program component.

II. DROPOUT PREVENTION AND RECOVERY PLAN

Student Data System (SDS) and Dropout Data Collection

The Student Dropout Data Collection System will operate under the District's definition of a student dropout:

> "A dropout is any person who leaves school prior to graduation from high school and who does not enter, within 45 school days, another public or private school or program which leads to a high school diploma or its equivalent."

This requires the regular identification of pupils who have not attended school for 45 or more school days and whose records have not been requested by another school or program which leads to high school graduation or its equivalent.

The Student Data System currently provides every regular secondary school in the District with the opportunity for a fully computerized pupil attendance accounting system. It provides the school with easily retrievable, current, and complete attendance records which can then be used as an information base for all attendance and dropout follow-up efforts.

The collection of dropout information for grades 7-12, including grades 6-8 in middle schools, will be a coordinated effort involving Information Services, Research and Evaluation, and Pupil Statistics for the 1985-86 school year (see Appendix B). It is anticipated that by the 1986-87 school year the availability of a districtwide student data base will permit this information to be collected for grades K-12.

Participation in Pilot Plan

It is recommended that the following senior high schools participate in this pilot plan: Fremont, Garfield, Jefferson, Jordan, Lincoln, Locke, Roosevelt, and San Fernando. In addition, eight junior high and eight elementary schools will be selected based upon their matriculation patterns and the interest expressed by their faculties and administrative staffs.

Senior High Schools

The eight senior high schools selected to participate in the Dropout Prevention and Recovery (DPR) Project will have the option to implement the pilot program as it appeared in the January, 1985 DPR report or to select another program that best meets the needs of their school and community.

Each high school's program will contain two parts: 1) a prevention component, and 2) a recovery component. The prevention component is designed to provide dropout prevention information to all students attending the school and special counseling/guidance and educational resources to any student who is identified as exhibiting attitudes and behaviors that may lead to an early-school-leaving decision. The recovery component is designed to implement and support a coordinated student-school-home-community effort to encourage students who have dropped out to return and complete graduation requirements.

Each high school selecting the January, 1985 pilot program option will be assigned a dropout prevention adviser and the part-time services of a Pupil Services and Attendance counselor and a school psychologist.

A high school may choose a program other than the pilot program outlined in the report.

Elementary/Junior High Schools

The eight elementary and eight junior high schools selected to participate in the DPR Project will have the option to implement a program that best meets the needs of their school and community.

An example of an approach schools may wish to consider is outlined below:

The focus of this option is based on the District's Effective Schools Program piloted during the past six years in the Region C Preparatory School project. The program design will utilize the following key development processes that will target students identified at an early age as being dropout-prone candidates. (See January, 1985 LAUSD Dropout Report document.)

. . . Staff Development Training (Preservice/Inservice) for the administrative support teams, teachers, aides, and parent volunteers of the targeted schools in the Effective Schools components and Bloom's Mastery Learning Model for Reading In The Content Areas.

. . . Needs Assessment Process to identify all students who are non-readers or who are deficient in reading skills in the five basic subject areas (language arts, reading/English, mathematics, science, and social studies). This analysis will occur in the first three weeks of the Fall semester utilizing elementary and secondary proficiency tests and other appropriate evaluation instruments to plan for the teaching of all needed instructional skills. Analysis of the testing data will result in evaluation and placement into one of three Mastery Learning Model groupings for Reading In The Content Areas.

. . . An Instructional Pacing Plan will be developed by each teacher, each grade level, each department level, and each school's Curriculum Planning Committee based upon the local school's needs assessment process. The instructional pacing plan will include 3 to 5 instructional skill objectives that will be taught to a mastery level in 1, 5, 7, or 10 week modules.

. . . Bloom's Mastery Learning Model for Reading In The Content Areas will be included in this program design to group students for more effective instruction in these key, but flexible, work tasks:

	Approximate Class Size
. Group C--reading at grade level or above	greater than 27
. Group B--moderate reading deficiency	27
. Group A--serious reading deficiency	20 or less

Another distinctive feature of this Mastery Learning model will be instructional groupings across a range of grade levels.

Grade Levels

. K-2 or 1-2 for the primary reading program

. 3-5 or 3-6 for the upper reading program

. 6-8 or 7-9 for the junior high/intermediate program

The reading in the content areas of the basic subjects: mathematics, science, social studies, and English will be developed within 1 1/2 to 2 1/2 hour time frames on a daily basis. This is consistent with District and SB 813 graduation and curriculum requirements.

This DPR reading in the content areas model will utilize existing school site resources such as SIP, Chapter I, and bilingual monies.

The senior high schools may consider the development of a 9-12 or 10-12 reading program paralleling that in the elementary and junior high levels.

District funds will also be allocated to pilot school sites to hire additional bilingual and instructional aides and teacher assistants. A coordinating differential will be provided for each pilot school. Additional funds will be allocated per site for pre/inservice staff development and instructional materials.

MATRIX: INITIATING/EXPANDING DROPOUT PREVENTION/RECOVERY PROGRAMS

The matrix in this part provides a summary of representative programs and their funding implications in six main categories that may be initiated or expanded in the District's Dropout Prevention, Retention, and Recovery Plan. The programs to be initiated or expanded address each of the twenty-seven recommendations made in the previously cited January, 1985, "Study of Student Dropout in the Los Angeles Unified School District" as indicated by the recommendation numbers in the column at the far right.

It is important to understand that there are many additional programs that are related to the DPR Program but do not appear on the matrix because they are not among those recommended for expansion during the 1985-86 school year. Further, it should be understood that there may be cost factors related to certain programs but these are not new funding requirements.

INITIATING/EXPANDING PROGRAMS FOR THE 1985-86 SCHOOL YEAR TO MEET DROPOUT PREVENTION (DRP) GOALS

Key: 0 = No New District Funding Required
$ = Available in Tentative 1985-86 Budget
C = Categorical Funding and/or Mandated Programs
+ = Additional Funding Required
* = High School Pilot Program

	PROGRAMS TO BE INITIATED OR EXPANDED	ELEM.	JUNIOR HIGH	SEN. OR HIGH	ADULT/OE	Recom. 1-27 Jan. 85 Report
ATTENDANCE	1. Dropout Data Collection	+	$	$	+	1-3
	2. Automatic Telephone Dialers	+ (C)				
	3. Connecting Automatic Telephone Dialers to SDS	+ (C)	+ (C)	+ (C)		
	4. OSIS Centers (3 additional)	+	+	+		
	5. PSA Counselors (CAP, Magnet, Pilot Schools)	+ (C)	+ (C)	($)* + (C)		
INSTRUCTION/ OPTIONS/ INTERVENTIONS	6. Basic Activities Component	0	0	0		4, 5, 7-24
	7. Student Readiness (Pre-K) Language Development Program	+ (C)				
	8. Effective Schools Program	0	0	0		
	9. Guidance Committee	0	0	0		
	10. Educational Impacted Schools Program	+ (C)	+ (C)	+ (C)		
	11. District/Region DPR Staff Development	0	0	0		
	12. Continuation Schools			+		
	13. Adult Programs			+	+	
	14. School Review Panel			$*		
	15. Opportunity Classes		+			
	16. Counselors, Elementary	+ (C)				
	17. Psychologists, School	+ (C)	C	$* (C)		
	18. Bilingual Aides	+ (C)				
	19. Dropout Outreach			0		
	20. Tutorial Program	+	0	0		
PUBLIC AWARENESS	21. Media Campaign	0	0	0	0	6, 25
	22. Internal/External Communications	0	+	+	+	
	23. Advertisements	+	+	+	+	
	24. Attendance Incentives	+	+	+	+	
	25. Dropout Prevention Telephone Line	+	+	+	+	
BUSINESS/ COMMUNITY	26. Public and/or Private Community Service Agencies	0	0	0		26, 27
	27. Business Work Training (Intern/Training/Employment)			0		
	28. Community DPR Publicity Provided by Private Enterprise	0	0	0		
PILOT PROGRAM	29. Identifying High Risk Youth			$(*)		Rec. p. 73
	30. Provision of Counseling and Services to High Risk Youth			$(*)		
	31. School Dropout Prevention Program Adviser			$(*)		
LEGISLATION	32. Monitor Dropout Prevention/Recovery Legislation	0	0	0	0	26

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ATTACHMENT 2

DROPOUT PREVENTION AND RECOVERY PROGRAM

PILOT SCHOOLS PROGRAM

High Schools	Junior High Schools		Elementary Schools	
Fremont	Bethune	(C)	75th Street	(C)
Garfield	Belvedere Jr.	(G)	Belvedere	(G)
Jefferson	Adams	(G)	Norwood Street	(C)
Jordan	Markham	(B)	102nd Street	(B)
Lincoln	Nightingale	(H)	Griffin Avenue	(G)
Locke	Gompers	(C)	107th Street	(C)
Roosevelt	Hollenbeck	(G)	Utah Street	(G)
San Fernando	Pacoima	(F)	Haddon	(F)

Allocation per high school $55,714

Allocation per junior high and elementary schools:

Bethune	$37,932	75th Street	$34,761
Belvedere Jr.	42,619	Belvedere Elem.	33,245
Adams	38,208	Norwood	34,761
Markham	33,796	102nd Street	32,418
Nightingale	38,621	Griffin	30,764
Gompers	34,761	107th Street	32,831
Hollenbeck	42,343	Utah	32,004
Pacoima	37,675	Haddon	33,621
	$305,955		$264,405

Average per school $35,647.50

ATTACHMENT 3

DROPOUT PREVENTION/RECOVERY PROGRAM

April 17, 1986

PURPOSE

The District Dropout Prevention and Recovery Program (DPR) has as its ultimate goal the reduction of the number of dropout and drop-out prone students by increasing the individual school's holding power and by developing alternative education programs.

SELECTION CRITERIA OF DPR PILOT SCHOOLS

The Dropout Prevention/Recovery Program is a pilot program involving twenty-four schools; eight high schools, eight junior high schools and eight elementary schools. The DPR pilots schools were selected on the following criteria:

1. Board of Education recommendations
2. District Superintendent recommendation
3. Senior high schools with high attrition rates during the period 1981-84.
4. Junior and elementary schools based on their matriculation patterns.

STAFFING

Collaborators are separate units of operation. The collaborative efforts are administrated by the District Dropout Prevention Coordinator out of the Office of the Associate Superintendent, Office of School Operations.

The District DPR Coordinator, who is in charge of the pilot program and the coordination of district activities, is at the Region Administrator administrative level. Each senior high school has off-norm dropout advisers with a differential. At the elementary and junior schools, the dropout advisers is a teacher with a differential.

FUNDING

The cost of the DPR Pilot Program is $1,000,000 appropriated from District funds.

Senior high schools received an allocation of $55,714. Junior and elementary schools received an average of $35,647 per school.

Each of the DPR pilot school has developed its own unique program that best meets their individual needs.

PUBLIC AND PRIVATE COLLABORATION

The District-funded DPR program is enhanced by existing Chapter I/ Bilingual and School Improvement monies. The private sector collaborations are as follows:

- The Coca-Cola Bottling Company of Los Angeles, through the Adopt-A-School Program, has developed a true partnership with two of our largest Hispanic schools -- Garfield High School and Roosevelt.

The company has committed $50,000 for three years to school to fund:

Garfield High School - School within-A-School Program
Roosevelt High School - Student Advocate Program.

In addition, the Coca-Cola Company supports Bethune Junior High School, "Students Helping Students Program". Bethune Junior High School will receive $50,000 for four years.

- Focus on Youth is providing business and community support services at Belmont and Manual Arts High Schools Complexes. Focus on Youth has assigned one staff person to administer its program, and a full time staff person to each high school complex.

- The Achievement Council is assisting DPR efforts at Lincoln and Locke High Schools. Two assigned junior high and elementary feeder schools will be added at a later date. The Achievement Council has assigned one staff person on a part-time basis to each high school and another staff person, assigned on the same basis, to coordinate the community component. The council will provide $10,000 per high school complex to enable site staff to visit exemplary programs, attend planning sessions, and carry out other school improvement activities.

- The Liaison Citizen Program., sponsored by L.C., Inc., a non-profit coorporation, supports DPR efforts at Jefferson High School.

EVALUATION

The 1985-86 evaluation of the DPR program Focuses only on the pilot program at the twenty-four schools. The objectives for this evaluation, which will be completed at the end of the current year, are:

- To identify and analyze the level and degree of criteria used at each of the twenty-four schools pilot schools to determine a population dropout-prone students. The suggested criteria were achievement, attendance, and behavior;

- To identify which criteria are the best predictors of student dropout,

- To identify from the student profile the characteristics which best describe the majority of dropout-prone students,

- To determine teacher attitudes toward staff development process and the degree of implementation of these processes in its classroom.

- To ascertain perceptions of the school's holding power from selected students who remainded in the DPR program, from those in the control population and from parents of these groups,

- To identify strengths within potentially effective program designs based on school by school comparisions of retention rates using similar groups of students.

Students Helping Students Program Objectives

The Bethune Junior High School Program will identify 125-150 formal and informal student leaders for involvement in a planned program designed to promote positive student attitude regarding self, peers, the school setting and academic achievements. The program will provide participants with leadership training through peer counseling, academic assistance and counseling and cocurricular recreational activities with emphasis on academic enrichment. "Students Helping Students" will be a major focus of the leadership training. Additional objectives include:

- Decrease Bethune's dropout rate.
- Improve the school's daily attendance rate.
- Provide students with needed educational and counseling services.
- Reduce the negative influence of peers.
- Increase teachers' sensitivity to students' needs for support systems.
- Provide a structure within the school by which more students can feel a sense of belonging.
- Provide parents with information and skills necessary to support their children's educational needs and aspirations.
- Improve students' self-image.

An important facet of the program is that both "formal" and "informal" student leaders will participate. Acknowledgment and recognition of a broad spectre of leadership has the potential for maximizing the positive impact of participating students on the general student body.

A. PROGRAM DESIGN

The program structures the cooperation of teachers at the school, Cal State Los Angeles work study students, and the families of students in the program. Five faculty members will be selected to serve as Program Leaders. Leaders will supervise the four academic and one recreational/enrichment components of the program. In this role they will:

- Provide all counseling/tutoring/recreational enrichment activities of the program.
- Train the Cal State Los Angeles work study students, who serve as their assistant leaders.
- Coordinate contracts with the families.
- Coordinate an Attendance Incentive Program.

Each of the five leaders will have three assistant leaders. The leaders and assistant leaders will involve teachers, parents and families in the programs in ways which will help the students to attend school regularly and to progress academically and personally. The result of this coordinated effort among these groups can be improved achievement and lower dropout rate. The target population will be 150 incoming 7th graders for the 1985-86 school year.

B. PROGRAM COMPONENTS AND IMPLEMENTATION

Leader Selection

Five leaders will be selected from among the faculty to provide program services. One leader will coordinate the recreational/ enrichment activities of the program and four leaders will coordinate the academic activities of the program (e.g., mathematics tutoring, language arts tutoring, science tutoring and/or peer counseling). Applicants will be screened and interviewed by Bethune administrators and representatives from Coca-Cola Bottling Company of Los Angeles. Criteria for the selection of leaders shall include, but not necessarily be limited to, members of the faculty who:

- Demonstrate leadership ability with students.
- Communicate well with students.
- Motivate students.
- Demonstrate that they can/will work with the other leaders for the furtherance of the multiple activities of this program.
- Demonstrate a level of commitment and enthusiasm for this program or others similar to it.
- Have the time needed for this after-school activity.

Assistant Leader Selection

Each leader will have three assistants. The assistants will be recruited from the Cal State Los Angeles work study program. Assistants will be interviewed and selected by the Program Coordinator and the leaders. In addition to employing criteria used for the selection of the leaders, interview teams will also consider factors related to awareness and understanding of Bethune students and their community. Each of the 15 assistant leaders will be assigned with a group of 10 Bethune students. Initially, 150 students (15 groups of 10) will be selected for the program. In addition to volunteering, students will be considered for the program based upon nomination by:

- Teachers
- Counselors
- Administrators
- Classified employees

A screening committee comprised of a representative of the administration, a representative of the classroom teachers, the program coordinator, and a representative from Coca-Cola Bottling Company will select participants from the available pool.

Criteria for the selection of program participants is to include, but not be limited to, the following:

- Demonstrated formal leadership skills
- Recognized as an informal leader
- Effective student communicator
- Peer counseling potential
- Tutoring potential

Attendance Motivation

The success of the program hinges on student participation. Each leader and his/her assistants will be involved in an ongoing effort to monitor, encourage and reward student attendance. Each leader and his/her assistants will be responsible for the following support activities with with respect to their 30 students:

- Telephoning the students' home on the second day of an absence.
- Ensuring student attendance in the regular program as well as in the special program.
- Maintaining records on student attendance in program activities.
- Coordinating with the school attendance clerk to monitor student attendance in regular school.
- Counseling students on the importance of regular attendance.
- Providing tutorial/counseling/recreational services.
- Designing or selecting appropriate incentive activities and reward regular school attendance.

Academic Tutoring/Peer Counseling Program

Two of the major responsibilities of the Program Coordinator and four of the leaders will be to select appropriate tutoring materials and to schedule diagnostic testing for students receiving academic tutoring. Peer counseling training will be provided to participants as part of the emphasis on "students helping students".

The Program Coordinator and leaders will schedule students as needed into programs from 3:30 to 5:00 p.m., Monday through Thursday. Tutoring will be provided by the leaders and their assistants.

Recreational/Enrichment Activity Program

One leader and his/her three assistants will have responsibility for coordinating this part of the program. In consultation with the Program Coordinator and the other leaders, they will design and implement an activity program in which each of the students may participate at least two afternoons per week.

Parent and Family Workshop

The Program Coordinator and the five leaders will conduct a Friday-Saturday workshop for parents of participating students. The workshop will give parents much needed information about the school. Parents will be invited to a Friday-Saturday session at Cal State Los Angeles to discuss thier child's future and to learn information and skills which will likely lead to improvement in thier ability to help make staying in school more impportant.

Teacher Workshop

Teachers will be invited to a Friday evening, all day Saturday session to be held at Cal State Los Angeles. The purposes for this workshop are to:

- Provide teachers with information about the Program.
- Enlist their support for the program.

- Provide them with information regarding the relationship of teacher expectations to student achievement..

In both the Teacher and the Parent Workshops, participants will be provided a Friday evening meal and a Saturday box lunch. There will be no stipend provided.

Attendance/Performance Incentive Program

Students in the program will be either formal or informal leaders. As such they may not have been in an environment conducive to developing academically and personally. A goal of this program is to develop this group of students as positive leaders in the school in order that they receive positive support from program staff, from other school personnel and from one another. This recognition is to be reinforced through a system of incentives for school attendance and accomplishment.

In addition to the intrinsic rewards potential of the program there will also be provided a set of extrinsic rewards for participants achieving the following objectives:

- Perfrect weekly school and class attendance for three-weeks will qualify a student for a monthly award.
- Perfect school and class attendance for the two-week period preceding a field trip or enrichment activity will qualify the student for participation in the activity.
- Improvement in at least two grade categories will qualify a student for a quarterly award.
- Achievement of a grade B or better in a class will earn the student credit toward a quarterly award.
- A report card with a maximum of 3 C's and all other grades of B or better will qualify the student for a year-end award.
- A report card reflecting improved attitudes toward citizenship and work/study habits from one quarterto the next will qualify the student for a quarterly award.
- Demonstrated leadership ability to help other students within the program will qualify students for a quarterly award.

Awards may include trophies, certificates, tickets to sporting or cultural events, dinner awards and other activities identified by the project's Board of Directors.

ATTACHMENT 4

The Achievement Council

1016 Castro Street
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[415] 839-4647

ORGANIZATION PROFILE

The Achievement Council is a new statewide public interest organization aimed at increasing academic achievement among minority and low-income students in California's schools and colleges. The Council's strategy has four elements:

(1) to change the public perceptions about education for low-income and minority students: these young people can achieve at the highest levels and it is in the state's best interest that they do so in greater numbers;

(2) to assure that the interests of low-income and minority students are represented as statewide educational policies are developed and implemented;

(3) to provide underachieving schools assistance in responding to achievement problems; and,

(4) to equip parents, community organizations, and businesses with better tools to encourage high achievement.

By pursuing change in each of these areas, the Council expects to help reduce the large achievement gap that separates minority and low-income students from other young Californians.

Governance: The Achievement Council is governed by a 15-member board comprised of leaders from elementary and secondary schools, post-secondary institutions, business, and the larger community.

Location: Achievement Council activities will encompass schools and communities across California. Organizational headquarters are located in Oakland, California.

Funding: The organization is financed through contributions from private foundations, including the Atlantic Richfield, Hewlett, Ahmanson and San Francisco Foundations.

Staff: The Executive Director of The Achievement Council is Ms. Kati Haycock; Dr. Susana Navarro serves as the Council's Associate Director.

Publications: Excellence for Whom?, the Council's first report on the condition of education for minority and low-income students in California, is now available.

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